Strategies for Diverse Learners Using the UDL Model
Focus on English Language Learners (ELL)

General Guidelines

- Find out about the cultural background of students and consider how their cultural knowledge and experiences can serve as teaching/learning resources (for themselves and for other students).
- Find out the level of students' heritage (native or home) language skills in all four communication modes (listening, speaking, reading and writing), and consider how these skills can serve as teaching/learning resources (for themselves and for other students).
- Find out the students' current level of English proficiency in all four communication modes (listening, speaking, reading and writing) based on the students' most recent English language proficiency assessment, and plan for strategies to help the students practice the next level of proficiency benchmarks (based on the Ohio English Language Proficiency Standards).
- Consult with the students' English as a Second Language (ESL) teachers or tutors, and share ideas on how to support the students' learning in both the content classroom and the ESL classroom.

Multiple Means of Representation

To provide students various ways of acquiring information and knowledge.

Examples:

- Pre-lesson strategies:
    - Give the student a written summary or outline of the activity to help support the student's comprehension of information provided orally.
    - Give parents a written overview of the learning goals and activities for the following week. If possible and appropriate, have the information translated into the home language if it is not English (use a school or community resource person to assist with the translation). Ask the parents to discuss the upcoming activity with their child at home.
    - Identify vocabulary that the student may not know before the activity begins. Have the student preview key vocabulary by using English-English or bilingual dictionary/website (if the student is literate in his or her native language) to gain understanding of the meaning of the word in English.
    - Provide a copy/overview of the unit/lesson to the ESL teacher, who can then provide follow-up practice and extension.

- When giving oral information or instructions, write key words and phrases on the blackboard.
- When possible, demonstrate or model the tasks to be learned or practiced.

- Give opportunities for a study partner to help explain the major concepts of the activity/lesson.
- If there are two or more students of the same home/native language, give them time to work together and help each other understand the content being covered in class
- Give the student ongoing opportunities during the lesson to show understanding with a thumbs-up signal, or lack of understanding with a thumbs-down signal.

Multiple Means of Action and Expression

To provide options for students to demonstrate what they have learned.

Examples:

- Have the ELL student work with a study partner to develop and share a graphic display (e.g., Venn diagram, chart, timeline) of the concepts presented in the activity/lesson.
- In pair or small-group activities, give the LEP student specific roles that have reduced language demands (e.g., helping to prepare graphics for a group oral presentation).
- Have the ELL student write questions in his or her native language (if literate in that language), and work with a peer to translate into English using a bilingual dictionary or translation website (e.g., *Google Translate, Babel Fish*).

Multiple Means of Engagement

To tap individual learners' interests, challenge them appropriately and motivate them to learn.

Examples:

- Have the student add newly learned words to a homemade bilingual dictionary. Parents may be able to help with this task. At the end of the year, the student can donate the dictionary to the school library to serve as a resource for future students of the same language background.
- Pair the student with an English-speaking peer to create a *Know*, *Want to know*, and *Learned* (KWL) chart for the ELL student prior to the introduction of a new topic.
- Give ELL students the opportunity to teach the class key content-related vocabulary in the student's home/native language.

Resources

- ***Principles of Second Language Development in Teaching LEP Students,*** http://education.ohio.gov/, search keywords *Principles of Second Language Development*

  ODE offers five principles of second language development, along with suggestions on how to implement these practices.

- **CREATE Briefs,** The National Center for Research on the Educational Achievement and Teaching of English Language Learners: A research program funded by the Institute of Education Sciences, U.S. Department of Education, http://www.cal.org/create/index.html

  CREATE works to improve educational outcomes of English language learners. In addition to research, this organization develops student interventions, instructional modifications and teacher professional development. The brief *Response to Intervention and English Learners* by Jana Echevarria, California State University, Long Beach, and Jan Hasbrouck, Gibson Hasbrouck & Associates, Wellesley, MA, is available on CREATE's website at http://www.cal.org/create/resources/pubs/CREATEBrief_ResponsetoIntervention.pdf

- **How to Develop a Lesson Plan that Includes ELLs,** Colorín Colorado (2007), http://www.colorincolorado.org/educators/content/lessonplan

  ¡Colorín Colorado! provides information, activities and advice for educators and Spanish-speaking families of English language learners.

- **Access Center**.
  http://www.k8accesscenter.org/index.php/category/english-language-learners/ and
  How Access to the General Education Curriculum Pertains to Disproportionality and English Language Learners, Wed., Jan. 3, 2007

  The strategies that researchers and educators recommend to facilitate access to the general education curriculum for students with disabilities often replicate the strategies that are used to reduce the disproportionate representation of students with language and/or cultural differences in special education. A handout identifies strategies to address the topic of access, as it relates to students with disabilities and students who are culturally/linguistically diverse.

- **Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers,** Shelley Fairbairn and Stephaney Jones-Vo., published May 2010, http://caslonpublishing.com/publication/differentiating-instruction-and-assessment-english/#reviews

  Caslon Publishing and Consulting for Language Educators offers this guide for general education and ELL teachers on how to engage English language learners at every level of English language proficiency.